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Effects of stress patterns on syllabic effects in French Dutch bilinguals

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Published in:
International Journal of Psychology

Publication date:
1992

[Link to publication in Tilburg University Research Portal](#)

Citation for published version (APA):
de Gelder, B., Vroomen, J., Vanzon, M., & Populier, T. (1992). Effects of stress patterns on syllabic effects in French Dutch bilinguals. *International Journal of Psychology*, 27(3-4), 82-82.

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bilingualism may be used as a tool for exploring reading-time effects on comprehension.

IN013.3

Effet de la langue sur le traitement de consonnes occlusives par des monolingues et des bilingues. *Bacri, N., & Coixao, L. Lab. de Psychologie Expérimentale, Université de Paris V, CNRS, EHESS, Paris, France.* Les productions de [d] et [t] en contexte [a] par des monolingues portugais et français et des bilingues montrent que le prévoisement du [d] est plus important en Portugais, principalement pour les monolingues. Le degré d'assimilation perceptive entre les deux langues est évalué sur des syllabes dérivées du Portugais et du Français. L'effet de la langue maternelle sur l'identification est significatif. Il n'apparaît en discrimination que pour les TR les plus rapides. Les bilingues répondent différemment aux deux langues. Les données sont interprétées en référence à la structure phonétique des langues et aux stratégies de traitement.

IN013.4

Understanding requests: achievement in mother tongue and in second language. *Bernicot, J.(1), & Laval, V.(2) (1) Université de Paris 5-CRNS, La Psy DEE, France; (2) Université de Poitiers, France.* We determine if the comprehension of requests depends on the linguistic characteristics of the utterance and/or on the communication situation itself. We compare subjects (11 to 14 years) speaking their mother tongue (French) and others speaking a second language (English or German). Subjects, not familiar with a foreign language, first base their interpretations on contextual cues. When no context is provided, subjects are able to use the most salient linguistic cues. Performance is lower for children tested in German than for children tested in English. The results are discussed in terms of cultural habits and structure of languages.

IN013.5

Effects of stress pattern on syllabic effects in French/Dutch bilinguals. *de Gelder, B., Vroomen, J., van Zon, M., & Populier, T. Tilburg University, The Netherlands.* The paper addresses the issue of speech segmentation strategies, their possible language specificity and the extent to which specific routines guide a speakers' segmentation strategies when processing a non-native language. Dutch, unlike e.g. French, has variable stress, vowel reduction and ambisyllabicity. Two experiments using a segment detection

task examine the importance of stress patterns for understanding prelexical processing strategies in native Dutch speakers as well as in French/Dutch bilinguals.

IN013.6

Mental addition in bilinguals. *French-Mestre, C.A.(1), & Vaid, J.(2) (1) CNRS-Université de Provence, France; (2) Texas A & M University, USA.* Bilinguals' performance on simple mental addition problems was tested in a true-false reaction time paradigm. The problems were presented visually (1) in digit format, (2) in the first-learned language, and (3) in the second language. False problems were manipulated such that incorrect answers were either the product of the problem (e.g. $3+4 = 12$) or unrelated to the problem (e.g. $3+4 = 10$). This provided a test of the automatic activation of associated number facts, in both the first and second language of bilinguals. The results are discussed in the framework of a network model of mental arithmetic.

IN013.7

Bilingualism and retrieval: A study in distinctive features acting as primes. *Gupta, G.C., & Meena, D. Dept. of Psychology, University of Delhi, Delhi-110 007, India.* The presence of distinctive features acts as primes in a language either in understanding even a single word or discourse relations, although not always consciously. The presentation reviews evidence of the use of distinctive features subserving such a function in word retrieval by bilinguals. Evidence from two experiments is presented showing shorter latency, higher retrieval for the respective material by the two dominant bilingual groups. The type of material employed interacted with the dominance factor at Fovea but at the Periphery, the difference in retrieval amongst the three groups decreased. A model is proposed to account for the results.

IN013.8

Cognitive learning habits and problems in learning a second language. *Knubb-Manninen, G. Institute for Educational Research, University of Jyväskylä, Finland.* In a study on learning activities in learning a second language, 700 pupils in Swedish-speaking schools were asked about their cognitive learning habits and problems in learning Finnish. The study revealed that pupils differed most from each other in regard to the degree they tried to find out things themselves and in regard to the degree they reflected on the